



Tribal Leaders ESEA Conversations

November 4, 2009

National Museum of the American Indian

Washington, DC

9:00 a. m.

Oct. 28, 2009

Dear Sir or Madam:

Thelma Meléndez, assistant secretary, Office of Elementary and Secondary Education, and Carmel Martin, assistant secretary, Office of Planning, Evaluation and Policy Development, invite you to participate in an *Elementary and Secondary Education Act (ESEA)* Listening and Learning Session with tribal leaders from 9:30–11 a.m., Wednesday, Nov. 4, at the Smithsonian's National Museum of the American Indian, located at Fourth Street and Independence Ave. S.W., Washington, D.C.

As you may know, Secretary of Education Arne Duncan has been conducting a Listening and Learning Tour during the past several months, hearing concerns about and suggestions for the *ESEA* from constituents nationwide. The Nov. 4 session, part of the secretary's Listening and Learning Tour, is designed to bring together experts, practitioners and visionaries and provide a forum for them to share their insights and contribute to a public discussion of the law during its reauthorization.

This session will provide you with an opportunity to answer two questions:

1. In **what key areas** can the federal government help create the change you envision for Indian education?
2. What are your **specific recommendations** as to how the *ESEA* can be strengthened to accomplish your vision for Indian education?

The information gleaned from these sessions will be recorded and collected. Due to space limitations, we ask that only two representatives per tribe attend.

Please RSVP by Monday, Nov. 2, to Miralys Pérez, Office of Communications and Outreach, at 202-453-7473 or Miralys.Perez@ed.gov. For more information about the event, contact Jose Rico at jose.rico@ed.gov at 202-205-9853.

We look forward to seeing you at this exciting event!

Thelma Meléndez
Assistant Secretary
Office of Elementary and Secondary Education
Development

Carmel Martin
Assistant Secretary
Office of Planning, Evaluation and Policy

**U. S. Department of Education
Elementary and Secondary Education Act (ESEA)
Listening and Learning Session with Tribal Leaders**

Smithsonian's National Museum of the American Indian
Washington, D.C.

November 4, 2009

9:00 – 9:25 AM	Traditional Blessing <i>Potomac Atrium</i>	Ryan Wilson President, National Alliance to Save Native Languages
9:30 – 9:45 AM	Welcome and Opening Remarks Dr. Thelma Meléndez de Santa Ana (OESE)	Assistant Secretary OESE
9:45 – 10:20 AM	Dialogue with Tribal Leaders and Representatives Juan Sepulveda <u>The Kiva Method</u> 1)What are your specific recommendations as to how the ESEA can be strengthened to accomplish your vision for Indian education <ul style="list-style-type: none"> • Volunteers • Table Discussions • Submit Responses 	White House Initiative 15 Minutes 5 Minutes
10:20 -11:00 AM	Carmel Martin (OPEPD) 2)In what key areas can the federal government help create the change you envision for Indian education? <ul style="list-style-type: none"> • Volunteers • Table Discussions • Submit Responses 	Assistant Secretary OPEPD 15 Minutes 5 Minutes
11:00–11:15 AM	Closing	Ryan Wilson

**U.S. Department of Education
Elementary and Secondary Education Act (ESEA)
Listening and Learning Session with Tribal Leaders
Smithsonian National Museum of the American Indian
November 4, 2009**

U.S. Department of Education Offices

OS – Office of the Secretary
 ODS – Office of the Deputy Secretary
 OUS – Office of the Under Secretary
 OESE – Office of Elementary and Secondary Education
 OPEPD – Office of Planning, Evaluation, and Policy Development
 OLCA – Office of Legislation and Congressional Affairs
 OCR – Office of Civil Rights
 OIE – Office of Indian Education
 BS – Budget Service
 Impact Aid

**U.S. Department of Education
Representatives**

Dr. Thelma Meléndez, Assistant Secretary, OESE
 Carmel Martin, Assistant Secretary, OPEPD
 Gabriella Gomez, Assistant Secretary, OLCA
 Lloyd Horwich, Deputy Assistant Secretary, OLCA
 Sandra Battle, Deputy Assistant Secretary, OCR
 Robert Shireman, Deputy Undersecretary, OUS
 Jose Rico, Senior Advisor, OESE
 Gregory Darnieder, Special Assistant, OS
 Jenelle Leonard, Acting Director, OIE
 Lana Shaughnessy, Group Leader, OIE
 John Cheek, Program Analyst, OIE
 Robert Ambrosio, Program Specialist, OIE
 Paulette Davis, Program Specialist, OIE
 Jean Hunt, Program Specialist, OIE
 Dr. Faye Lone, Program Specialist, OIE
 Annabelle Toledo, Program Specialist, OIE
 Marilyn Hall, Group Leader, Impact Aid
 Lisa Montgomery-Jackson, Impact Aid
 Mike Zawada, Budget Analyst, BS

Jenelle Leonard, Acting Director of OIE, provided introductions and welcoming remarks at the opening of the listening and learning session with tribal leaders. Ryan Wilson (Oglala), President of the National Alliance to Save Native Languages and Board Member of the National Indian Education Association (NIEA), gave the traditional blessing.

After the blessing, Dr. Thelma Meléndez de Santa Ana, Assistant Secretary of OESE, expressed her gratitude for those in attendance and outlined Secretary Arne Duncan's new vision of how the Department of Education (ED) would interact with Indian Country and its constituents. Acknowledging that she has much to learn about education in Indian Country, Dr. Meléndez spoke about similarities in her own personal background, particularly the connection between culture, family, and spirituality. Dr. Meléndez hoped to convey her role at ED as an ambassador for Indian Education. She focused on the issues of tribal sovereignty, and underscored that the

interaction between ED and Indian Country would always be one that reflects a government to government relationship.

Dr. Meléndez introduced Secretary Arne Duncan's new mode of operation, then spoke about the listening and learning sessions that he is conducting throughout the country, including his travel to schools in Indian Country in Montana and Arizona. These listening sessions have greatly impacted the Secretary, who observed a definite need for change. As evidence of his commitment to moving forward on Indian Education, Dr. Meléndez informed the audience of the recent signing of the NACIE charter by the Secretary, and the subsequent submission of NACIE members to the White House. Furthermore, ED is soliciting feedback from the community regarding the upcoming reauthorization of the Elementary and Secondary Education Act (ESEA) in the hope that this interaction can create a more effective policy. Dr. Meléndez underscored that ED's new vision would impact not only title VII, but all portions of the reauthorization that affect Native students.

Juan Sepúlveda, from the White House Initiative, began the first session of roundtable discussions for the listening and learning sessions by posing the following question to the audience: "What are your specific recommendations as to how the ESEA can be strengthened to accomplish your vision for Indian education?" Six volunteers from the audience were allowed to initiate the discussion with their thoughts. The volunteers, representing different perspectives and life experiences, included men and women from Santa Fe Pueblo, Turtle Mountain, Yakima, Native Hawaiian, and Ojibwe nations. Each volunteer received 60 seconds in two rounds to express their view. Common themes included the need to maintain Indian identity, the need for parental involvement, and the lack of Native teachers. One participant spoke historically about the tragedy of Indian education in the U.S. in regards to the policy of assimilation. As a result, much of the discussion within Indian education focused around the need to repair the outcomes of past policy. Several participants pointed out the need to generate and implement methods and mechanisms which would allow Native cultures to maintain identity in the form of culture, language, and Native traditions through the educational system.

Robin Butterfield, from NIEA, spoke about the lack of funding (only 1%) for initiatives to get parents involved, and the need to begin initiatives to increase participation of parents in their children's education. Given that parents are the most influential part of a child's life, Ms. Butterfield emphasized that it is imperative to find and fund ways that allow parents to be involved in their children's education.

After the volunteers completed their speeches, the audience was given the task of discussing the question posed by Mr. Sepúlveda at their tables. At least one representative from ED was present and involved in the discussion at each table. Audience member were each given an opportunity to submit questions and comments to ED on comment cards. These comments would subsequently be compiled, reviewed, and eventually responded to by ED.

Mr. Sepúlveda concluded the first session and introduced the second session by emphasizing the interdepartmental collaboration between OS, ODS, and OUS. All parts of ED, including the OCR, BS, OLCA, in addition to OESE and OPEPD would be involved in the reauthorization. He then introduced Ms. Carmel Martin, Assistant Secretary of OPEPD, who is spearheading the reauthorization.

Ms. Martin expounded on the collaboration theme of the reauthorization by acknowledging representatives present not only from ED, but also congressional staff and representatives. Ms. Martin also spoke about inter-agency collaboration. ED has been working with the Department of Health and Human Services, Department of Labor, and the Department of Interior on the reauthorization legislation. She asserted that NCLB was effective in pointing out the problems in education, but not as effective in generating the solutions. Therefore, ED is currently in a listening mode of reauthorization and is eager to hear from its stakeholders at the local level, regarding whether the issue is in the law, or perhaps even in the structure of education. In developing solutions, Ms. Martin signaled a wave of change in ED's interaction with its constituents. Noting that ED should not only be compliance oriented, but also support oriented, and acknowledging that many of the solutions would come from the local level, Ms. Martin asked the audience for input on how ED can change their behavior or the way it is structured to better serve Native American children.

For the second session of roundtable discussion, the audience was asked the following question: "In what key areas can the federal government help create the change you envision for Indian Education?" Using the same method as the first listening session, the volunteers were allowed two 60-second segments to articulate their answers. The six volunteers represented the Navajo, Jicarilla Apache, Native Hawaiian, and Oglala Sioux nations. Common themes and suggestions in the second session included the need for tribes to have more direct control and access to funding, and the need for the reauthorization to include specific elements that address language and culture. Some specific suggestions included elevating OIE to an Assistant Secretary Level, changing the definition of Adequate Yearly Progress, and including language components in RFPs for grant applications.

Anselm Davis, former Executive Director at the White House Initiative on Tribal Colleges and Universities, spoke about the need for a paradigm shift in regards to the models for the educational system. Instead of seeing education through a dichotomic lens between Indian and Western teachings, Indian education should be built on a concentric model that allows Native students to coexist in both the Indian and Western worlds.

In the same structure as the first session, the audience discussed the question posed during the second session at their tables. Audience members submitted their questions and comments to ED on comment cards, which were collected at the end of the meeting.

Yellow:

What are your specific recommendations as to how the ESEA can be strengthened to accomplish your vision for Indian Education?

Increase Impact Aid Funding. Allow public schools to be eligible for increased Impact Aid funding in order to allow collaboration and accountability among partnerships between schools, students, parents, administration and tribal communities.

Revisit funding formula designed to promote strategic educational plans between public schools and tribes at the local level.

Form strategic partnerships between tribes and local school districts to develop strategic plans between students, parents, teachers, administrators, school boards business and tribal communities.

Is there no research funds being appropriated to measuring the effectiveness of cultural based education?

As long as the federal government refuses to invest in measuring the impact of these programs, these programs will not be viewed as effective or valuable.

- Need more funding for new construction and renovation of schools.
- More teacher prep in tribal college programs.
- Need more federal agency coordination with tribal colleges.
- Language set asides for Indian tribes. Institutionalized funding.
- Recommend elevation of tribal education departments.

- Funding is a must to provide the tools to improve our needs.
- Focus on the youth, what is important to them, how culture and language is important to be a citizen of your tribe? Is it relevant to them?
- Work with other agencies i.e. BIE, HHS, HUD and States to optimize the resources for Indian Country.

To achieve resiliency, curriculum must be relevant. The vision of the school and measures of success should be how to use culture and language to teach standards. For example, use building a fish wheel to teach geometry and fluid mechanics.

Support Native American language immersion (start early). Support testing in Native American languages. Support preschool/Pre-K Native American immersion from community, out growth not limited to state [unreadable]. Support research models on practitioners and research together. Support research on indigenous languages and culture based assessment research.

ESEA Reauthorization

Retain the Tribal Education Departments appropriations authorization and increase appropriations

authorization amount.
<p>Strengthen history curriculum in all U.S. public schools to teach the history of tribes and U.S. Indian relations to all U.S. students to create a framework of understanding and respect nationwide.</p> <p>Increase grants for American Indians and Hawaiians and Alaskan Natives to get bachelors and masters degrees in education. Tie these grants to working in tribal schools.</p>
<p>Work on curriculum that emphasizes identity, resilience, history and language.</p> <p>Fund quality native educators and then hire them and give support to them.</p>
<p>Empower the tribes use the money as they see fit specific to their tribal nation.</p> <ul style="list-style-type: none"> • Include language, culture, art initiative • Identity through culture and linking elders to youth
<p>More money reallocated</p> <p>More knowledge of scholarships in colleges.</p> <p>Educate all students on Native culture to make students culturally aware of the native people and their history.</p> <p>Stop segregating and making students feel inferior to their white classmates.</p>
<p>Increase grow-your-own native teacher opportunities and pre-service and in-services programs.</p> <p>Create at least 5 Indian education teaching assistance centers to help with the enforcement of Indian Education provision of ESEA.</p> <p>Add additional percentage to the amount of funds to support parental engagement (1% to 3% or 5%)</p> <p>Include training and outreach.</p> <p>Create cultural competence for all kids as a standard.</p>
<p>AYP acts as a disincentive to language immersion programs because it takes longer to show proficiency when the assessment is in English.</p> <p>Immersion programs should be allowed to make AYP via a growth-model (ideally one that tracks individual students rather than cohorts) and not risk restructuring.</p>
<p>Reauthorization- Funding to support programs</p> <ul style="list-style-type: none"> • More Native American teachers/ Funding scholarships, etc. to make this happen. • Assessments with current teachers and administrators that understand and addresses Native issues,

<p>culture, etc.</p> <ul style="list-style-type: none"> • More Native curriculum which addresses the area and local Native People.
<p>Budget increase!!!!</p> <p>Communication with Education Department, Interior Department, Human Resources.</p> <p>Allow Impact Aid to be administered by tribes.</p>
<p>Increase funding</p> <p>Increase technical assistance.</p> <p>Connect ESEA programs with BIA-higher education, Voc. Ed. and DHHS Head Start to provide a holistic plan for Indian education.</p> <p>Access to funds or more control of funds that go through school. Transportation funds.</p>
<p>Resilience. Research to determine what is currently working. What tool used produces the most students resilient. Need to define resilient through research. Encourage Native American educators to develop and do the fieldwork necessary for the research. Then carry the results to Native education programs.</p>
<p>During government-to-government relationship, know who you are dealing with- know the tribe.</p> <p>Funding based on need of tribe-</p> <p>Tribes are all different</p> <p>Tribal teacher organizations established.</p> <p>Recognize/support tribal education approach.</p>
<p>Creation of leadership training:</p> <p>Children work with tribal leader to learn traditional culture and how it affects tribal government.</p>
<ol style="list-style-type: none"> 1. Loss of identity, loss of self esteem-suicide-life crisis. 2. Who teaches it, history curriculum-Language cultural values should be controlled by tribes. 3. Family involvement starts at home, at birth, singing and talking to them while in womb. Surviving in both worlds. Successful in our cultural world and majority society. 4. Incorporate these ideas and use them. We have been saying the same thing for many years. 5. Cultural relevancy- curriculum, parental involvement. 6. Teaching analytical problem solving 7. Utilizing expeditionary learning models to help students become engaged- not traditional education model.

8. "Hands on" school teaching models.
In need of grants for immersion schools.
Grants for immersion school/language projects.
<ul style="list-style-type: none"> • Funding/Assistance to increase American Indian teachers. • Parent involvement program Development Assistance. • State and Tribal relationship improvement equal access to information. • Support for after school programs.
<p>Reauthorization</p> <ol style="list-style-type: none"> 1. Funding increased to developed and support programs. 2. Parent empowerment (initiatives to get parents involved in their children's education). 3. Strengthen cultural identity in school systems. 4. More head start programs in Native Communities to develop culture and language. 5. Stronger collaboration with tribes and governments. 6. Support traditional education. 7. Increased technology support in funding.
<p>Increase funding!</p> <p>Resources for programs.</p> <p>Broaden the tools used for evaluation to include indigenous life styles.</p> <p>Include - Professional Development, parent empowerment</p> <p>Technical Assistance from OIE.</p> <p>Language programs that include culture and language.</p>
<ul style="list-style-type: none"> • Funding • Language Programs • Relevancy • Sense of Identity • Negative influences (TV, Music) how do we deal with these • Parental involvement • Parents teaching value • Parents provided with the tools to understand growth patterns, learning deficiencies, etc.
<ul style="list-style-type: none"> • Budget increase. • Teacher retention programs. • Return of technical assistant centers data for tribes. • More coordination with Department of Education and Department of Interior and HHS. • Direct access to funding for tribes.
Funding for early language programs

<p>Parent's participation with child learning</p> <p>Having tradition language in head start programs</p>	
<p>Issues- disconnect between Title I and Title VII, strong emphasis on standards and assessments, little support for language and culture based education and programs.</p> <p>Recommendation - require States to consult with tribes located in that State when developing standards and assessments to ensure the cultural component is not left out (problem now with states adopting common core standards without consulting with ED stakeholders in that State, including tribes)</p>	
<p>Stronger collaboration with early childhood education (within DHHS & DOI) to protect, preserve and perpetuate our Native indigenous languages and cultures from preschool to higher education in recognition of our tribal sovereignty.</p>	
<ul style="list-style-type: none"> • Obstacles • Safe schools • Drugs and alcohol prevention • No structured Native oriented programs • Lack of parental involvement • Quality of teachers and teaching • Lack of instructional design • Enhancement • Need special programs to recruit teachers • Scholarships programs • After school support and outreach 	
<p>Give tribes that established Department of Education the resources to draft alternative adequate yearly progress (AYP) that includes:</p> <ul style="list-style-type: none"> • Native language/culture (proving positive impact in their education) • Make a provision in "RACE to the TOP" dollars for Tribes to have direct access instead of going through State and/or BIE. 	
<p>Teaching basic living skills to graduates to make it on their own if need be!! Away from home!!</p> <p>A lot of our children have had to do mandated testing by State to meet graduation requirements and aren't adult ready to really make it.</p>	
<p>Reauthorization of ESEA</p> <ul style="list-style-type: none"> • Support language retention as a part of federal trust responsibility. • Don't forget the Indian contract schools funded by the BIE. ESEA programs and funding do not get to these schools by the State of S.D. The States use our statistics but do not provide funding to Indian contract schools, where there is a greater need as opposed to Indian students in public schools. • Restore the Indian fellowship program for Indian students attending at baccalaureate graduate level. 	

- The BIE has been flat lined in the last 30 years. They are not meeting our higher education needs.
- Safe schools funding make schools safe for students who want to go to school but are afraid of bullying.
 - After school programs to provide for funding for extracurricular activities to provide for students continue involvement in their education.

We need to look closely at parent involvement; need to start at home, some kids need better home life, better living conditions, parents need to step up and start making a better environment on the home level, better condition in the home - example place to do homework, lighting, quietness and encouragement.

Yellow:

What are your specific recommendations as to how the ESEA can be strengthened to accomplish your vision for Indian Education?

In general, the above responses from the Listening/Learning Session with tribal leaders yielded the following themes.

These are listed in alphabetical order without regard to priority.

Topics and/or Categories discussed:

- Authority to administer own programs
- Consultation
- Facilities
- Funding
- Native Language and Culture
- OIE Director should be an Assistant Secretary
- Parent Involvement
- Partnerships & Coordination
- Professional Development
- Teacher Training
- Technical Assistance
- Research and Data Collection
- Youth Development

In what key areas can the federal government help create the change you envision for Indian Education?	<u>Orange:</u>
	<p>Base funding, base funding, base funding.</p> <p>Block funding does not work for small tribes. How can we exact change with \$6,000 or \$9, 000. You cannot hire a person for that amount. We have a local college that prepares Indian teachers, we cannot employ them we get too little funding for the sake of their own families they leave.</p> <p>We need funding for Indian education i.e.; language, regalia making, participation in dances, traditional hunting and gathering methods. Knowledge of tribe's history only these things will compete with culture of poverty, drugs and alcohol etc.</p> <p>Funding for transportation provided by the tribe, we cannot get our children to school; the schools districts will not service us.</p> <p>Impact Aid needs to be controlled by tribes. If school does not receive funds we should have opportunity to apply.</p>
	<p>Tribal government development towards education. Losing tribal elders- resources is leaving us, address these with appropriate technical help via school systems. Language support from federal level to mandate tribes to establish language preservation programs.</p>
	<p>More incentives for teachers</p> <p>Identify better ways of recruiting committed teachers to work outside of business hours.</p> <p>Involve more youth in these discussions mentorship programs by local reservation heroes.</p>
	<p>Teacher recruitment- decent pay for teachers!!!! Livable wage!!!</p> <p>Transportation to schools</p> <p>Committed people - teacher job description, integrated culturally relevant curriculum.</p> <p>Funding for language immersion programs promote, protect, and preserve language and culture.</p> <p>Support and fund teaching models that are effective for Native children such as experiential learning or "hands on" models.</p> <p>Oral history project funding.</p>

Youth voices being heard in Washington and in their tribes.

Better preparation and pay for teachers.

Government can help with funding for school infrastructures especially on the reservation. This work should include the building of new faculty housing to attract and keep quality teachers.

Work to teach issues of dual sovereignty and dual citizenship.

Empowerment

- Self esteem is excellent
- Self empowerment requires effort.

In Alaska though we have a traumatic history in Indian/Alaska Native Education, Mount Edgecomb has developed into a successful program. Charter schools? Maybe. One charter school outside of McGrath lost funding, it was forward thinking. The entire ED experience was developed around a child's interest. 10% of the children had to be referred from behavioral health programs. Teachers were taught to work with these children.

The village elders worked with the behaviorally challenged children. The children themselves held court for issues in school. Should the behavior continue, if the student was male, he was given to a village elder to take camping. This student had no choice but to listen and work with the elder to thrive.

NCLB can emphasize the need for assets in children's lives. The student association of Alaska School Boards Initiative for Community Engagement [ICE] has been very successful at ensuring that children have strong role models and mentors in their lives. When AK ICE is [implemented], school environment is better and student outcomes are better.

Mandate USED [US Dept. of ED.] to have effective outreach to native communities/ tribes. Disallow flex for Title VII funding. Oversight and TA to ensure tribal involvement in Indian education grant funded programming.

NCLB can emphasize and encourage individual learning plans for each student.

Needs to strengthen: infrastructure and enforcement.

Tribal Department of Education should be strengthened.

Renew infrastructures of TA centers: enforcement of intent of law through Indian education technical assistance centers to ensure LEAs implement programs properly.

Need U.S. Department of Education to allow culture to reinforce core subjects - tie to standards.

Need enforcement closer to LEA. Help support parent committees.

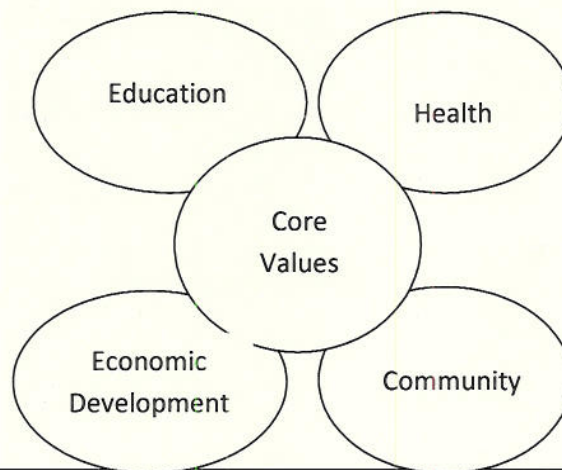
Need to encourage more creativity in Title VII programs i.e., successful transition programs for middle/high school, leadership development.

In consultation with Indian Tribes, Native Alaskans and Native Hawaiian educators, parents, officials and stakeholders must develop creative policies and necessary resources to support culturally responsive achievement that is built on the protection, preservation and perpetuation of our native languages and culture and world view.

Increase curriculum in the school which relate to the designated Native areas.

Fund education dollars through the tribes, stop giving the money to the states and assuming they are channeling to the tribes for the best use.

INDIAN FEDERAL POLICY OVER 100 + YEARS WERE TO ELIMINATE OR ERASE THE INDIAN. WHAT ARE WE DOING NOW TO INTERGRATE INDIAN EDUCATION TODAY SO THAT WE ARE NOT THAT INITIAL TOOL TO ERADICATE BUT TO EMPHASIZE HISTORY CULTURE, RELIGION, LANGUAGE ALL CORE VALVES.



- Need a mechanism to ensure Native American language programs are considered in federal programs and initiatives. i.e.
- Early learning challenge initiative request for proposals cannot/should not be limited to programs in English including assessments teacher preparation provisions different from English
- Scientific research cannot be limited to research in English only but include innovative action research happening in Native American communities- reach out to us!!

Develop matrix that are informed by AI/AN/NH.

Let tribes have access to data.

<p>Need for parent training especially for parents with children with disabilities.</p> <p>Teach parents how to advocate.</p> <p>Utilize proven programs to increase self esteem (Theresa LaFramboise)</p>
<p>Need funding for language and culture.</p> <p>We do not need to make a choice between our language and culture.</p> <p>Stop! Stop the assimilation of our children.</p>
<p>Include Language Preservation funding into Title I.</p> <p>Tribal consultation/interest should be a policy as a part of schools receiving Title 1 funding.</p> <p>Drug and alcohol problems in homes</p> <p>Development government-to-government consultation for policy on annual basis with tribes</p> <p>Create an Assistant Secretary for Indian Education in ED</p>
<p>Issues: Impact Aid funds equalized at State level, resource equity.</p> <p>Recommendation: require States to put the funding where the greatest need is and make sure Impact Aid dollars go to those schools it's intended to serve. Don't let States use Impact Aid dollars at will.</p>
<p>Issues: No cohesion of programs at DOE that impact Native students, lack of leadership for native programs at DOE.</p> <p>Recommendation: elevate/create an Assistant Secretary of Indian/Native education to collaborate with BIE and HHS and to monitor all programs at DOE to make sure Native student's needs are considered in new initiatives and various programs (Title I, Impact Aid, Title II and teacher programs).</p>
<p>Model: Taking Away and Supplanting</p> <p>Erode Native Language and Culture</p> <p>As a Result: We lose our identity, which affects our self worth and destroys our self esteem the corner stone of successful education.</p> <p>Those working with American Indian children and adults need to make a paradigm shift to a different model for educating Indian students. The concentric circle model is a possible model.</p> <p>Note: internal universe and external universe.</p>

<p>We need to help government make a paradigm shift and support a different model for education Indian students.</p>
<p>Specific Recommendations: Title I and Title VII: Stronger involvement/students embraced by their environment.</p> <p>Resources equality/prison environment small police force.</p> <p>Consult with tribes as part of getting funding.</p> <p>Home life environment bad, peer pressure.</p> <p>We have drugs it's a problem. Prevention side.</p> <p>Funding, Title I, tribal education department BIA never has dollars for! JOM split off to two different pots.</p>
<p>There is a huge structural issue regarding a lack of emphasis to collect evidence that these cultural and language based programs work.</p> <p>Authorize research in this field.</p> <p>Appropriate money for it. Make sure that measures created for programs such as these are created with the involvement of native people.</p>
<p>Increase technical assistance for education programs for students in special education development of Individual education plans.</p> <p>Who is our program officer for Title VII? The program is administered by school district and parent advisory committee needs to know.</p>
<p>Department of Education needs to develop programs that integrate respect for knowledge of Indian history, culture and languages into the entire spectrum of education, K-12 and beyond. This goal should be a part of the reauthorization of the ESEA. <i>[signed by Tom Disselhorst, United Tribes Technical College, Bismarck, ND 58504]</i></p>
<p>Include the history of Indian education in the language of reauthorization, culture, history, professional development, parent empowerment, and language.</p>
<p>Increase funding to support Indian education nationwide; include history of our people in language of reauthorization; Native American preparation programs in college and universities; more direct resources for programs; increase cultural and language values; programs that provide motivation for children to excel; increase parent empowerment.</p>

Confederated Tribes of Grand Ronde, OK submitted Position Paper.

Orange:

In what key areas can the federal government help create the change you envision for Indian Education?

In general, the above responses from the Listening/Learning Session with tribal leaders yielded the following themes.

These are listed in alphabetical order without regard to priority.

Topics and/or Categories discussed:

- Authority to administer own programs
- Consultation
- Facilities
- Funding
- Native Language and Culture
- OIE Director should be an Assistant Secretary
- Parent Involvement
- Partnerships & Coordination
- Professional Development
- Teacher Training
- Technical Assistance
- Research and Data Collection
- Youth Development



MEDIA ADVISORY

EVENT DATES: Nov. 4-5, 2009

Contact: Gregg Wiggins
(202) 401-1576; press@ed.gov

U.S. EDUCATION DEPARTMENT TO HOLD LISTENING AND LEARNING SESSION WITH TRIBAL LEADERS BEFORE WHITE HOUSE CONFERENCE

Thelma Melendez de Santa Ana, assistant secretary for elementary and secondary education, and Carmel Martin, assistant secretary for planning, evaluation and policy development, will join Native American tribal leaders on Nov. 4 at the Smithsonian Institution's National Museum of the American Indian in Washington, D.C. to discuss the Elementary and Secondary Education Act (ESEA) and ways the legislation might better meet the educational needs of American Indians. Department of Education officials have been conducting similar public conversations about ESEA across the country, bringing together experts, educators and community leaders for discussions of the law during its reauthorization.

The next day, tribal leaders will meet with President Obama and members of his Cabinet, including Secretary of Education Arne Duncan, at the White House Tribal Nations Conference. Leaders of all federally-recognized tribes have been invited to attend the day-long session to be held at the U.S. Department of the Interior. More details about this conference are available from the White House Press Office.

EVENT ONE:

WHO: Assistant Secretary Thelma Melendez de Santa Ana
Assistant Secretary Carmel Martin
Tribal Leaders

WHAT: Listening and Learning Session to discuss ESEA with tribal leaders

WHEN: Wednesday, Nov. 4, 9:30-11 a.m.

WHERE: Meeting Rooms 4018, 4019
Smithsonian's National Museum of the American Indian
4th St. and Independence Ave. S.W., Washington, D.C.

EVENT TWO:

WHO: President Barack Obama
Secretary of Education Arne Duncan
Other members of the President's Cabinet
Tribal Leaders

WHAT: White House Tribal Nations Conference

WHEN: Thursday, Nov. 5, 9 a.m.-5:20 p.m.; Secretary Duncan will speak and take part in a town hall panel discussion from 3:15-4:45p.m.

WHERE: Yates Auditorium
U.S. Department of the Interior, 1849 C St. N.W., Washington, D.C.